



## SPECIFICATION OF ENTRANCE TESTS

ENGLISH LANGUAGE

GRADE 8

The purpose of this test specification is to determine the structure of the test options and the requirements for determining the level of knowledge of applicants in English. Additions, changes and corrections may be made to this document as a result of approvals.

The test tasks for evaluating the knowledge of applicants in the subject of English cover the following content areas of the subject of the English language based on the materials of the 5-8th grades of the English language course of general secondary schools.

The following types of mental activity of applicants are assessed with the help of test tasks in the assessment of knowledge in English:

1. Knowing
2. Applying
3. Analysing

### ● Examination Specification for Grade 8 (Level A2-B1)

The examination specification for Grade 8 provides teachers, Candidates, and other stakeholders with comprehensive information about the content of the examinations.

#### Language Specification

| Linguistic vocabulary   | Linguistic grammar   | Reading  | Topics   |
|---|--|--|--|
| <ul style="list-style-type: none"> <li>• classroom objects</li> <li>• sports</li> <li>• meals</li> <li>• actions of daily routine</li> <li>• music</li> <li>• adjectives to express opinions</li> <li>• adjectives to describe feelings</li> <li>• jobs</li> <li>• working</li> <li>• travel</li> <li>• modes of transportation</li> <li>• furniture</li> <li>• things in the home</li> <li>• safety awareness</li> <li>• clothing</li> <li>• materials</li> <li>• buying / selling</li> <li>• money</li> <li>• shop</li> </ul> | <ul style="list-style-type: none"> <li>• Simple tenses (Present, Past, Future)</li> <li>• Continuous tenses (Present, Past)</li> <li>• Present perfect vs past simple</li> <li>• modal verbs</li> <li>• much, many, little, few</li> <li>• something, anything, nothing</li> <li>• too, too much, too many, enough</li> <li>• Defining relative clause (who, which, that, where)</li> <li>• Prepositions of movement (along, across, over, etc.)</li> <li>• Questions with prepositions</li> </ul> | <ul style="list-style-type: none"> <li>• Read and understand the topic of a text</li> <li>• Read and understand details</li> <li>• Read and understand the organization of a text</li> <li>• Read to compare and contrast information in texts</li> <li>• Read a letter, email, or message and identify specific information</li> <li>• Read and understand information given in maps, diagrams, or charts</li> <li>• Read, evaluate, and interpret information on the internet or in books</li> </ul> | <ul style="list-style-type: none"> <li>• Sport</li> <li>• My day</li> <li>• Work</li> <li>• Travelling</li> <li>• Shopping</li> <li>• Clothes</li> </ul> |

## Examinations Overview

| #                              | Content element                        | Number of tasks | Question number | Test type | The type of mental activity assessed | Score     |
|--------------------------------|--|-----------------|-----------------|-----------|--------------------------------------|-----------|
| Use of English                 | A2-B1 Level Vocabulary                 | 2               | 1               | MCQ       | Knowing                              | 2.4       |
|                                |  |                 | 2               | MCQ       | Knowing                              | 2.4       |
| Grammar                        | Simple tenses                          | 1               | 3               | MCQ       | Knowing                              | 2.4       |
|                                | Continuous tenses                      | 1               | 4               | MCQ       | Knowing                              | 2.4       |
|                                | Modal verbs                            | 1               | 5               | MCQ       | Knowing                              | 2.4       |
|                                | <i>Something, anything, nothing</i>    | 1               | 6               | MCQ       | Knowing                              | 2.4       |
|                                | <i>too, too much, too many, enough</i> | 2               | 7               | MCQ       | Knowing                              | 2.4       |
|                                |  |                 | 8               | MCQ       | Knowing                              | 2.4       |
|                                | Defining relative clause               | 1               | 9               | MCQ       | Knowing                              | 2.4       |
|                                | Prepositions of movement               | 1               | 10              | MCQ       | Knowing                              | 2.4       |
|                                | Questions with prepositions            | 1               | 11              | MCQ       | Knowing                              | 2.4       |
|                                | Present perfect vs past simple         | 1               | 12              | MCQ       | Knowing                              | 2.4       |
| <i>much, many, little, few</i> | 1                                      | 13              | MCQ             | Knowing   | 2.4                                  |           |
| Reading                        | Read on for general information        | 1               | 14              | MCQ       | Knowing                              | 2.4       |
|                                | Read on for more details               | 1               | 15              | MCQ       | Knowing                              | 2.4       |
|                                |  |                 |                 |           | <b>Total</b>                         | <b>34</b> |

Note: Based on the test results and scientific analysis, appropriate changes can be made to the test indicators listed above (number of tests, type, allotted time, score, level of complexity, certification score, etc.).

Evaluation criteria of the test tasks for the assessment of knowledge of the English language for all Grades.

a) Each test is evaluated according to different evaluation criteria depending on the test type.

a) 2.4 points if the specified answer is correct;

b) 0 points if the specified answer is incorrect.

### List of literature recommended for use in English language

- "Guess What Student's book - 5" Susannah Reed, Kay Bentley. Cambridge University Press -2021
- "Guess What Student's book - 6" Susannah Reed, Kay Bentley. Cambridge University Press -2021
- "Prepare Grade 7" Joanna Kosta, Melanie Williams. Cambridge University Press -2021
- "Prepare Grade 8" Joanna Kosta, Melanie Williams. Cambridge University Press -2021
- English Grammar in Use (5th ed.). Murphy, R. Cambridge University Press -2019
- Murphy, R. and Naylor, H. (2008). Essential grammar in use : a self-study reference and practice book for elementary students of English ; with answers. Cambridge: Cambridge Univ. Press, [Stuttgart.]
- Mann, M. and Taylore-Knowles, S. (2008). Destination B1 : grammar & vocabulary. Oxford: Macmillan Education.
- Kauffman, D., Buckley, E. and Bullock, L. (2010). Oxford Picture Dictionary for the Content Areas. OXFORD University Press.
- Swan, M. and Walter, C. (n.d.). Basic, a grammar practice book for elementary to pre-intermediate students of English. Oup.
- Swan, M. and Walter, C. (2019). Oxford English grammar course : intermediate, a grammar practice book for intermediate and upper-intermediate students of English. Oxford Oxford University Press.
- Mccarthy, M. and Felicity O'dell (2017). English vocabulary in use. Elementary. Cambridge: Cambridge University Press.
- Mccarthy, M. and Felicity O'dell (2010). Test your English vocabulary in use. Elementary. Cambridge ; New York: Cambridge University Press.
- Redman, S. (2015). English vocabulary in use. Pre-intermediate and intermediate : with answers. Cambridge: Cambridge University Press.